



INVESTIGATE THE WORLD

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

- **LEAD6-8.INV1.ISSUE.** Identifies and describes a local, regional, or global issue..
- **LEAD6-8.INV2.EVDNC.** Uses few international or domestic sources to identify evidence that addresses a global question.
- **LEAD6-8.INV3.RSPNS.** Analyzes evidence to address a global question.
- **LEAD6-8.INV4.POSTN.** Develops a single-perspective position in response to a global question.

RECOGNIZE PERSPECTIVES

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

- **LEAD6-8.PERS1.SELF.** Describes personal perspective clearly on situations, events, issues, or phenomena.
- **LEAD6-8.PERS2.OTHR.** Identifies the perspectives of other people, groups, or schools of thought.
- **LEAD6-8.PERS3.AFFCT.** Identifies how perspectives affect how people react to different situations, events, issues, or phenomena.
- **LEAD6-8.PERS4.APLIC.** Uses an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.

COMMUNICATE IDEAS

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

- **LEAD6-8.COMM1.ADNCE.** Identifies the expectations and perspectives of diverse audiences.
- **LEAD6-8.COMM2.STRTG.** Communicates and collaborates effectively using appropriate verbal and non-verbal strategies.
- **LEAD6-8.COMM3.RSRCS.** Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.
- **LEAD6-8.COMM4.REVSN.** Reflects on audience response and/or feedback and begins to revise communication choices: message, strategies, and/or resources.

TAKE ACTION

What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

- **LEAD6-8.ACT1.OPORT.** Identifies opportunities for individual action to address a situation, event, issue or phenomena.
- **LEAD6-8.ACT2.PLANS.** Plans actions based on evidence and the perceived potential for impact.
- **LEAD6-8.ACT3.CNTRB.** Acts individually or collaboratively to contribute to improvement locally, regionally, or globally.
- **LEAD6-8.ACT4.IMPLC.** Reflects on the whole of own actions and advocacy for improvement.